DOCUMENT RESUME

ED 110 162 PS 007 935

AUTHOR Wooner, Rosestelle B., Ed.
TITLE Pedestrian Safety: Injury Control Curriculum Guide (For K - 3rd Grade). Second Edition.
INSTITUTION Memphis and Shelby County Health Dept., Tenn.
PUB DATE [74]
NOTE 104p.

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS *Accident Prevention; Accidents; Behavioral Objectives; Concept Teaching; *Curriculum Guides; *Early Childhood Education; Learning Activities; Pedestrian Traffic; *Safety; *Safety Education; Student Centered Curriculum; Teacher Developed Materials; Traffic Accidents; Traffic Safety
IDENTIFIERS Memphis and Shelby County Health Department; *Tennessee

ABSTRACT

This curriculum guide attempts to help the early childhood teacher show children how to incorporate safety precautions into daily life. Good safety practices can prevent the death or injury of young children by automobile, truck, bus, pedestrian, bicycle, and tricycle accidents. The guide focuses on student involvement in the learning process and includes sections on pedestrian safety, vehicle safety, and pedestrian and vehicle safety evaluation procedures. The sections are subdivided into cluster concepts, with related behavioral objectives and learning episodes. Included in each section are learning activities, arranged in order of difficulty, which relate safety rules and precautions to the children's own lifestyles in order to help them evaluate and make decisions concerning potentially hazardous situations. The last section offers further suggestions for implementation of objectives and concepts. (ED)

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PEDESTRIAN SAFETY:

INJURY CONTROL CURRICULUM GUIDE

(For K - 3rd Grade)

Second Edition

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EDITOR'S PREFACE

This curriculum guide is for teachers who are interested in preventing the death or injury of young children by automobile, truck, bus, pedestrian, bicycle, and tricycle accidents. Its purpose is to prevent death and maiming by programming children with an awareness and an alertness to the causes of such fatalities and injuries. Its dedication is to the perpetuation of the unimpaired precious lives of young children.

The Consultant gratefully acknowledges the assistance and guidance of health, traffic, and educational professionals who contributed their unique expertise to the content and preparation of this guide. Mr. T. A. Taylor, Director of Injury Control Program of the Memphis and Shelby County Health Department, provided me with vital statistics related to pedestrian and traffic accidents and with invaluable information concerning the concept of injury control. Mr. Jack Haley, Traffic Safety Coordinator of the Memphis and Shelby County Traffic Safety Coordinating Committee, furnished data relative to the prevalent and specific types of accidents involving young children and provided documents related to the laws, rules, and regulations governing pedestrian and vehicle safety. Mrs. Deedee Kindy, Community Program Coordinator, Personal Safety Products, Minnesota Mining and Manufacturing Company, assisted with the procurement of contemporary information on safety symbols. The aid and assistance of these people and their agencies has enabled the design of a guide which focuses on control of the most prevalent sources of accidents and incorporates sound principles of traffic safety.

With the concept of injury control and the principles of traffic safety fully understood, it became the task of this educator to develop a curriculum guide which could be used by the early childhood teacher. Believing that pupil involvement is the most essential ingredient to effective learning, I discussed the task with outstanding teachers of young children to obtain their assistance in the design of learning episodes included in the guide. My indebtedness and appreciation are extended for the contribution and the creativity of Mrs. Nancy Jones, Mrs. Jean Wright, Miss Donna Robb, Mrs. Sara Bills, and to many others for their time and devotion to this task.

To further the credibility of this guide, it was reviewed by Dr. Barbara Burch, Memphis State University Curriculum Development Specialist, Dr. Carol Foster, Associate Professor of Early Childhood Education, Georgia State University, Mr. Victor Hirshman, Director of Driver Education, Memphis State University, and Mrs. Carlee Whipple, Board of Education, Memphis City Schools. To these and all others who have contributed directly or indirectly to the development of this guide, I am deeply grateful.

One other and special acknowledgement of appreciation is to Ann Woolner, Reporter for the Press Scimitar, who researched the material for and wrote the introduction to this curriculum guide.

Rosestelle B. Woolner, Ed. D
Consultant and Editor

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Section 1

INTRODUCTION

Section 1

INTRODUCTION

During winter 1972 a seven-year old boy was struck by a car as he darted across Mississippi Boulevard. The driver said he simply did not have enough time to stop. The boy was killed almost instantly.

A few months later, a first grader at A. B. Hill School was killed at Patton and Essex when a car struck him as he was riding his bicycle. Police charged the driver with failure to yield or maintain a proper lookout.

Pedestrian crashes are the most dangerous type of auto accident. Safety experts give pedestrian crashes a 12 per cent severity rate, which means that almost one in eight pedestrian crashes results in death or serious injury. Non-pedestrian crashes have only a 1.5 per cent severity rate; so pedestrian crashes are ten times more likely to result in death or major injury than other types. This statistic is not surprising when one considers that, unlike any other type of crash, the pedestrian crash involves tons of rapidly moving metal hitting an unprotected, unshielded person.

Pedestrians are in greater danger in Memphis than in any other American city of comparable size, because the frequency of pedestrian crashes is greater here. Each day in Memphis and Shelby County,

motorists hit 2.4 pedestrians. Those crashes are apparently more dangerous here, also, as 35 per cent of all 1971 traffic deaths in Memphis and Shelby were pedestrians. Nationally only 19 per cent of the traffic deaths were pedestrians.

Those statistics take on an even more tragic dimension when the ages of the victims are co. idered. Locally, more than half--55 per cent--of the 1971 pedestrian crashes involved children under 15. The national percentage of pedestrian crashes involving children is half that. In 1972, nine children, aged 2 through 14, were killed by motorists in Memphis.

The reason why Memphis apparently breeds more pedestrian crashes, more dangerous pedestrian crashes and more youth-involved pedestrian crashes are numerous and complex. To find the answer, one would have to examine and compare safety engineering techniques, land topography, population distribution and density, climate, demography, law enforcement agencies, city administrations, circumstances surrounding each individual pedestrian crash, and a myriad of other factors--all of which are at work when a car strikes a pedestrian.

Law makers and enforcers realize the disadvantage pedestrians have and try to compensate by making and enforcing laws that are stricter for the motorist than for the pedestrian.

Despite the fact that thousands of often undetectable forces produce each pedestrian crash, the fact remains that it usually takes only one force to counteract all the others. That force is a pedestrian who has learned and is constantly practicing safety precautions. In almost every pedestrian crash, the pedestrian could have easily prevented it.

Walking is the most maneuverable form of transportation available. A car, even when traveling at a mere five miles per hour, takes several yards to come to a complete stop. The pedestrian requires no extra space to stop while walking, and only a few feet while running. The motorist needs a comparatively tremendous area to change his direction, whereas the pedestrian needs almost no space at all. Walking's slow pace allows the pedestrian to observe much of his environment and take note of potentially hazardous situations. The motorist, however, has only seconds at the very most to evaluate his surroundings and, as previously stated, needs so much more time to react to potential hazards.

It would seem, then, that it would be easy for pedestrians to prevent their involvement in crashes. Yet 17 Memphians place themselves in the paths of oncoming cars weekly. Few, if any, pedestrians intentionally put themselves in dangerous situations, and motorists try to avoid hitting them when those situations arise. Perhaps it is the lack of intent that has brought the word "accident" into such wide usage as a synonym for traffic crash.

The usage of the word "accident" is highly unfortunate. It is as if to say the reason for accidents is inexplicable, thereby eliminating any further discussion as to causes and discarding the possibility that it could have been prevented.

Webster's dictionary lists its first definition of "accident" as "an event or condition occurring by chance or arising from unknown or remote causes." Given that fatalistic definition, what else can we do about an accident but throw our hands up in despair and view the tragedy as an isolated, unusual incident, as if it were a natural disaster over which human forces have no control.

If the pedestrian crash rate is to decline, we must realize that we can control conditions that lead to injury and death. We must define accidents as events arising from an ignorance of safety precautions or an unwillingness to practice precautions. Hence, the concept of "injury control" must replace the philosophy that uncontrollable accidents lead to injury.

The Traffic Safety Coordinating Committee (TSCC) conducted an in-depth study into 1970 pedestrian crashes in Memphis' most hazardous neighborhood for pedestrians. The area, generally called the MAP-South area, bore the highest percentage of pedestrian crashes than any other Memphis area.

TSCC looked into the circumstances surrounding each pedestrian crash in the MAP-South area during 1970, and came to certain conclusions as to factors contributing to them. Of the nine fatalities in that area, seven of the crashes were directly blamed on the pedestrian.

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Of the some 150 pedestrian crashes there during 1970, one third occurred at night. The pedestrians apparently were not clothed in light or retro-reflective materials and took no other precautions to compensate for the night drivers' impaired vision.

Almost half, or 48 per cent, of the people hit in that neighborhood had been running at the time of the crash. Eighteen per cent had entered the street from behind parked cars.

An alarming 57 per cent of the pedestrians hit were jaywalking.

Had the 150 people hit in that one area in 1970 been taught the dangers of running into streets, entering the streets from behind parked cars and between intersections, or had they been taught to help motorists see them at night, the high pedestrian crash rate could have been almost non-existent.

It takes no training to be a pedestrian; whereas, motorists must display some degree of driving skill and legal knowledge before being allowed to drive, the pedestrian faces no such requirement. Walking and skating are perhaps the only two forms of land transportation that require no licenses. The law does not demand that pedestrians even know that red means stop; any one, regardless of how much or how little he knows about safety or traffic laws, is allowed to use what is perhaps the most dangerous form of transportation available.

School systems do not require safety education. Although school children spend a large portion of their time playing on or near streets, it is the specified duty of no one in particular to teach them how to spend that time relatively free of hazards.

The teacher is often faced with the problem of being required to teach too much to too many in too little time. Given such a short time in class, it is sometimes difficult to help each child learn the prescribed amount of knowledge and skills necessary for promotion, and seemingly impossible to teach any extras.

Yet the dead first-grade cyclist from A. B. Hill and the six-year-old killed on Mississippi boulevard will never read a second-grade book--not because no one taught them how to read, but because no one taught them how to save their own lives.

Even the teacher who has attempted to teach safety to his children has had a difficult time finding effective materials. A safety program that merely requires memorization of rules stops short of showing the child how to incorporate those precautions into his life. An occasional film, reading selection or lecture cannot equip students to apply safety measures or to truly understand safety concepts. Previous methods of teaching safety have left the student removed from the concepts they were trying to put across.

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Purpose and Use of the Guide

This curriculum guide attempts to stress student involvement. Although audio-visual techniques are employed, those techniques are used as beginnings, not ends, to teaching safety.

This guide attempts to help the teacher show the child how to incorporate safety precautions into his daily life--how to "Think Safety." The activities relate safety rules and precautions to his lifestyle. The child is shown how to identify certain situations he faces each day as potentially hazardous and see what it is that makes them dangerous. It teaches him to evaluate such situations as they occur and decide between the available behavior alternatives to respond in the safest way possible. Hopefully this process of identifying, predicting, deciding and responding will become spontaneous in a dangerous traffic situation.

The activities suggested here are enjoyable. Motivation should be no problem because it is a fun curriculum. Yet, at the same time, the activities never lose sight of the seriousness of the subject matter. Even the games are designed to show the dangerous consequences of unsafe actions. The child is made to know that real cars can hurt and that unseen traffic factors can cause death.

Although the major purpose of this guide is to help the teacher teach safety, its activities also foster development in other areas of growth. Certain activities develop the child's ability to distinguish between sounds and to identify sometimes subtle differences between shapes and sizes of

certain visual symbols. Present road signs and the new international road signs quickly coming into use must be included so that the child can become familiar with them and interpret their meaning. He will also learn what those sounds and symbols mean and how he should react to them. Hence, the thought processes are developed, and the connection between what he picks up through his senses and how he should react to those sensory messages is made. Some activities help develop motor skills--coordination and quickness of action are fostered.

Perhaps the most important lesson this guide teaches, however, is that the child can be and, indeed, must be made responsible for his own actions. The consequences of letting some force other than his own decide his fate can be a tragic mistake. The child must learn how to save his own life.

This curriculum guide is divided into sections: Introduction, Pedestrian Safety, Vehicle Safety, Evaluation Procedures, and Odds and Ends, which offers further suggestions for implementation of the stated objectives and concepts. Although the divisions have been made here to facilitate usage, it should be remembered that each of these topics is interwoven.

You will note that the activities suggested have not been labeled so as to suggest grade level. They have instead been placed in order of difficulty, progressing from simplest to the most difficult. After all, each individual teacher is the best one to decide which activities are suitable for his children.

Most of the materials needed for these activities can be obtained from resources which most teachers have in their classrooms. Those that must be produced outside the classroom, such as films and tapes, have been provided to each school using this guide. Ask your principal about them.

Remember that this is only a guide and should be used as such. The teacher is encouraged to develop his own ideas for other activities as well as those of his children. This guide is merely a stepping-off point. The teacher is asked to share his ideas with other teachers and with the authors of this guide.

Student involvement is urged. The teacher is asked to let the children be as independent as possible, from making materials to creating his own safety-related activities. It is only when the child learns how to use these concepts on his own that he will be able to be a safe pedestrian, skater or bicyclist.

Keying and Format of the Guide

While the Table of Contents provides the general format and layout of the guide, this additional explanation is provided to facilitate its use and to explain the keying or cross referencing. In addition to the Introduction this curriculum guide contains four major sections: Pedestrian Safety Section, Vehicle Safety Section, Pedestrian and Vehicle Safety Evaluation Procedure Section and an Odds and Ends Section.

Pedestrian Safety Section and the Vehicle Safety Section

Each of these sections includes and is subdivided into parts unique to the particular subject it covers: Major Concept, Cluster Concepts, Behavioral Objectives, and Learning Episodes. As you will note from the Table of Contents, the Major Concept of the Pedestrian Safety Section is designated by the Roman Numeral I and the Major Concept of the Vehicle Safety Section is designated by the Roman Numeral II. The Cluster Concepts within each of these sections are associated with the Major Concept of that particular section and are designated by the capital letters A, B, C,.....etc. unique to and within that section.

Following the listing of the Major Concept and Cluster Concepts in each of these sections is a list of the Behavioral Objectives for the particular section. These are keyed to the related and appropriate Cluster Concepts. The left hand column of the sheets reflecting the Behavioral Objectives is designated "Cluster Concept Letter." In this column the capital alphabetic letter of the Cluster Concept appears.

(Explanation of the Cluster Concept signified by the particular alphabetic reflected can be obtained by reference back to the portion of the section listing and alphabetizing the Cluster Concepts.) The Behavioral Objectives associated with the particular and specific Cluster Concept appear to the right of the "Cluster Concept" column. The Behavioral Objectives are numbered in sequence within and throughout each of these sections with small numbers 1, 2, 3,....etc. appearing as previously indicated to the right of and adjacent to the column bearing the alphabetized related Cluster Concept.

In each of these sections, the Learning Episodes follow the Behavioral Objective. The Learning Episodes are keyed to the related and appropriate Cluster Concepts and Behavioral Objectives as follows: In the first column the capital alpha (e.g. A, D, or etc.) for the specific Cluster Concept appears; in the second column the appropriate and related number (e.g. 1, 2...7) of the Behavioral Objective appears; the next adjacent column reflects the associated learning episode; the last column on the page designates the "Materials Needed," if any.

Evaluation Procedures Section

This was established as a separate section in the guide rather than being included in each of the preceding sections because many of the evaluations of knowledge acquired overlap and are applicable to both Pedestrian and Vehicle Safety. The remainder of the keying of this section follows the pattern

and scheme of the Pedestrian and Vehicle Sections. In the first column the related and associated Roman Numeral for the Major Concept and the Capital Alpha's for the related and associated Cluster Concepts appear. The second column reflects the appropriate number for the associated and related Behavioral Objective. The next (third) and adjacent column reflects the "Title and Evaluation Procedure" with the last column indicating "Materials Needed," if any.

Odds and Ends Section

The name selected for this section in essence describes its contents. The material here is believed important to further the purpose of the guide although it could not be included appropriately as a part of the other sections due to the diversification of the data. An examination of the section will better reveal its contents which consist for example of: miscellaneous materials, patterns, additional learning episodes, and songs.

Summary of the Major Concepts of the Guide

I. Pedestrian safety depends on one's ability to identify, predict, decide, and act with safety, efficiency and accuracy.

II Vehicle safety depends on one's ability to identify, predict, decide, and act with safety, efficiency, and accuracy.

Summary of the Cluster Concepts of the Guide

Pedestrian safety depends on a person's ability to identify pedestrian safety signs and symbols.

. . . . . willingness to obey pedestrian rules of safety.

. . . . . ability to identify observable dangerous and hazardous pedestrian situations.

. . . . . ability to identify unobservable and hazardous pedestrian situations.

. . . . . ability to predict the consequences (results) of his and others' actions.

. . . . . ability to decide which alternative of action would be the most appropriate and the safest.

. . . . . ability to assimilate and accommodate his knowledge and past experiences in order that he responds quickly to a dangerous or hazardous situation in the most appropriate and safest manner.

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Tricycle/bicycle safety depends on the child identifying the traffic safety symbols and signs.

. . . . . identifying observable dangerous and hazardous situations and conditions.

. . . . . identifying unobservable and hazardous traffic conditions and situations.

. . . . . predicting the consequences (results) of his and others' actions.

. . . . . deciding which choice of action would be most appropriate and the safest.

. . . . . assimilating and accommodating his knowledge and past experiences in order that he can respond quickly to a dangerous or hazardous situation or condition in the most appropriate and the safest manner.

Passenger safety depends on each person's assuming his responsibility to act in a safe manner in/on a vehicle.

Passenger safety is influenced by the behavior of all people riding in/on a vehicle.

Summary of the Behavioral Objectives of the Guide

The child can identify and label pedestrian signs and symbols.

. . . . . tell the meaning of each pedestrian sign or symbol.

. . . . . recall and explain the pedestrian rules of safety.

. . . . . identify safe/dangerous pedestrian situations and conditions.

. . . . . describe safe/dangerous pedestrian situations and conditions.

. . . . . identify and label unseen factors that effect pedestrian safety.

. . . . . describe several possible responses to a dangerous/hazardous pedestrian situation.

. . . . . explain and predict the results of his actions upon himself and others when he is a pedestrian.

. . . . . explain and predict the effect others' actions have upon his safety when he is a pedestrian.

. . . . . select from among different pedestrian situations and conditions: the safest, the most dangerous, and the least dangerous courses of action.

. . . . . discriminate from among different pedestrian's choices of action: the safest, the most dangerous, and least dangerous action.

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. . . . . evaluate a safe and dangerous pedestrian situation, determine appropriate course of action, respond quickly in a safe manner.

. . . . . identify traffic safety symbols and signs related to riding a tricycle/bicycle.

. . . . . make appropriate hand signals when riding a bicycle.

. . . . . recall and explain bicycle/tricycle rules of safety.

. . . . . identify and describe safe, dangerous, hazardous conditions that cause tricycle/bicycle accidents.

. . . . . describe unseen factors that cause tricycle/bicycle accidents.

. . . . . explain and predict the results of his actions upon himself and others when he rides a tricycle/bicycle.

. . . . . select from among different bicycle/tricycle situations and conditions: the safest, the most dangerous, and the least dangerous course of action.

. . . . . discriminate from among different cyclist's choices of actions the safest, the most dangerous, and the least dangerous course of action.

. . . . . identify safety equipment in/on a vehicle.

. . . . . identify safety equipment to be used while riding in a vehicle.

. . . . . explain and predict the results of his actions on himself and others when he is a passenger.

. . . . . explain and predict the effect of others' actions upon his safety when he is a passenger.

. . . . . select from among different passenger situations and conditions: the safest, the most dangerous, and the least dangerous courses of action for the passenger.

Section 2

PEDESTRIAN SAFETY

Section 2

PEDESTRIAN SAFETY.

Pedestrian Safety Concepts and Cluster Concepts

I. Pedestrian safety depends on one's ability to identify, predict, decide and act with safety, efficiency and accuracy.

A. Pedestrian safety depends on a person's ability to identify pedestrian safety signs and symbols

B. Pedestrian safety depends on a person's willingness to obey pedestrian rules of safety

C. Pedestrian safety depends on a person's ability to identify observable dangerous and hazardous pedestrian situations

D. Pedestrian safety depends on a person's ability to identify unobservable and hazardous pedestrian situations

E. Pedestrian safety depends on a person's ability to predict the consequences (results) of his and others' actions

F. Pedestrian safety depends on a person's ability to decide which alternative of action would be the most appropriate and the most safe

G. Pedestrian safety depends on a person's ability to assimilate and accommodate his knowledge and past experiences in order that he responds quickly to a dangerous or hazardous situation in the most appropriate and the most safe manner.

PEDESTRIAN SAFETY BEHAVIORAL OBJECTIVES

Cluster Concept (cc) Letter	Behavioral Objective
A To identify pedestrian safety signs and symbols	1. Child can identify and label pedestrian signs and symbols. 2. Child can tell the meaning of each pedestrian sign or symbol.
B To obey pedestrian rules of safety	3. Child can recall and explain the pedestrian rules of safety.
C To identify observable dangerous and hazardous pedestrian situations	4. Child can identify safe and/or dangerous pedestrian situations and conditions. 5. Child can describe safe and/or dangerous pedestrian situations and conditions.
D To identify unobservable dangerous and hazardous pedestrian situations	6. Child can identify and label unseen factors that effect pedestrian safety. 7. Child can describe several possible responses to a dangerous and/or hazardous pedestrian situation.

PEDESTRIAN SAFETY BEHAVIORAL OBJECTIVES (Con'td)

Cluster Concept Letter		Behavioral Objective
E To predict the consequences of his and other's actions	8.	Child can explain and predict the results of his actions upon himself and others when he is a pedestrian.
	9.	Child can explain and predict the effect others' actions have upon his safety when he is a pedestrian.
F To decide which alternative of action would be the most appropriate and the most safe	10.	Child can select from among different pedestrian situations and conditions: the safest, the most dangerous, and the least dangerous courses of action.
	11.	Child can discriminate from among different pedestrian's choices of action; the safest, the most dangerous, and the least dangerous action.
G To assimilate and accommodate his knowledge and past experiences in order that he responds quickly to a dangerous or hazardous situation in the most appropriate and the most safe manner	12.	Child can evaluate a safe and a dangerous pedestrian situation, determine appropriate course of action, respond quickly in a safe manner.

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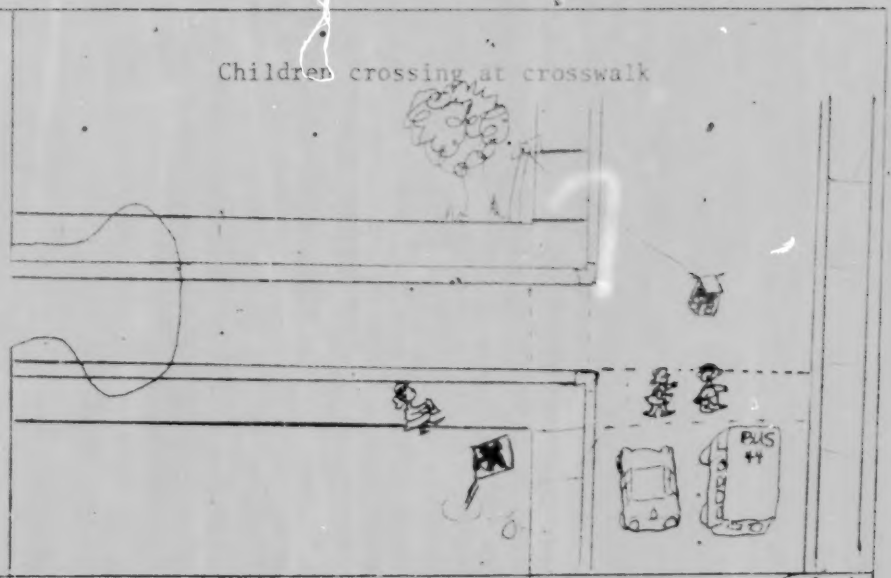
Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A	1, 2	Title: SCENIC ROUTE The object of this domino game is to match the scene with the proper signal or sign. Two or more children should play this game. Each domino will depict, on one end, a traffic sign or signal and on the other end a scene depicting a place or situation where one traffic sign or signal should be found. The correctly matching sign or signal will appear in each scene.	Index Cards 3" X 5" Traffic sign symbols Traffic scene pictures or drawings Signs or Signals to Be Used Red Light Green Light Yellow Light Stop Sign Yield Hill Merge School Crossing Walk Don't Walk Two Way Traffic One Way Curve Signs Men Working Bike Crossing Pedestrian Crossing

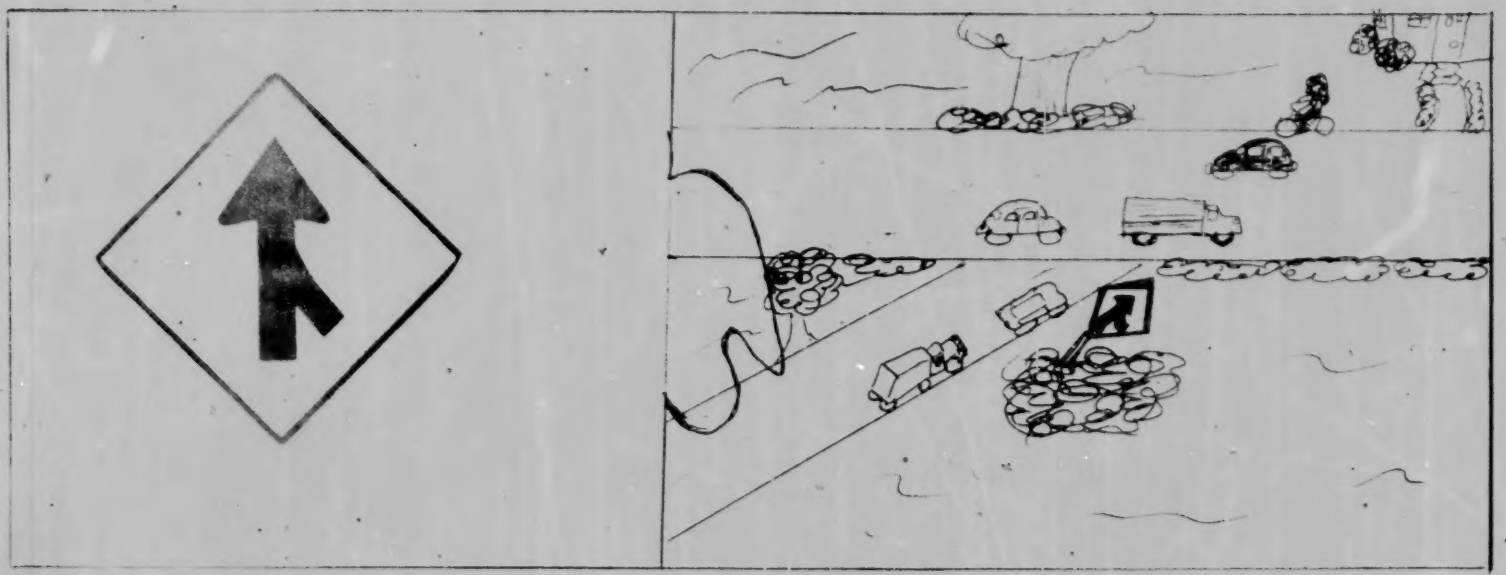
Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A	1	Title: SCENIC PUZZLES Children should prepare puzzle cards (4" X 6") which have a traffic sign on one half and a corresponding, matching scene on the other half. (Example is on the next page.) Pictures could be used from magazines or photographs of neighborhood scenes. Each scene should depict a place or places where the corresponding sign should be found. The sign should be a part of each scene. Each sign should fit together only with its own corresponding scene because of puzzle construction.	Index cards 4"X6" Traffic signs symbols Traffic scene pictures or drawings Stop Red Light Green Light Yellow light Yield Hill Merge School Crossing Walk Don't Walk Two Way Traffic One Way Curve Sign



E0003

Side road traffic merging into main road



00034

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A	2	Title: A-WAY-HOME The children may use or make the spinner used to play the game Highway Game That Leads to Home. One of the signs that is on the spinner board will be placed in each of the spaces on the board. The child will spin the dial and move his miniature car to the very next sign that matches the one the spinner stops at on the board. The object of the game is to reach home. Children or teacher should design the route home. Pictures illustrating the stores, filling stations, houses, parks, etc. should be drawn or pasted along the route.	Traffic sign symbol spinner* Cardboard or tagboard 18" X 24" or larger Traffic sign symbols *See page 27. for a description of a spinner. The spinner dial should have a symbol for Home.

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
B	2	Title: HAND SIGNAL HIGHWAY BOARD To play this game the child will need a hand signal spinner dial along with a Hand Signal Highway Board. A Hand Signal Spinner Dial may be made by cutting a circle from corrugated board and dividing the circle into even parts. In the sections place a picture representing a right hand signal; left hand signal; slow down to stop; and a no left hand turn. Then place a brad through the center with an arrow. The child then spins the arrow to find out where he will move on the board. If the arrow indicates a stop the child will move to the very next place on the board which indicates a Stop. This may be a red light or stop sign. A right or left hand signal will be indicated by an arrow or words to indicate the turn. When the child lands on this he must follow the path that is indicated by the direction. If the child finds himself on a dead end street he must go to the end of street, turn around and come back. The object of the game will be to reach the park.	Traffic Sign Symbol Hand Signal Highway Board 18" X 24" Tag board or suitbox top or bottom Route drawn by the children with a starting point (home) and a goal (park). Traffic Sign Symbol Spinner Each section should have a different symbol.

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A	1, 2	Title: BOAR GAME Children should make a set of cards containing 6 sets of four alike cards. (Example - 4 stop signs, 4 traffic lights, etc.) The game may be played with 6 people. Four cards are dealt to each person. Each player passes one unwanted card to the player on his right. Passing of the cards continues until one player has an alike set. He then places his finger unobtrusively to the side of his nose. The other players must see that he has done this and also touch their noses, without considering whether they have 4 alike cards. On the first round, the last to do this is a P. The next time this person looses, he becomes a PI. The third loss makes him a PIG. Game continues with the spelling of HOG and BOAR. The object of the game is, of course, not to become a BOAR..	Twenty four poster board (multi-color) laminated cards. They should be 4 X 5 1/2" and bear a picture of a pink pig on the back. The face would bear six sets of traffic signals containing four cards per set. Example on page 29.

29083

Boar Game:

Make game using twenty four cards of various colored posterboard size 4" X 5 1/2." On back of each card place a pink pig. Six sets containing four cards each will be made of construction paper glued to poster card and laminated. The following signs may be used:

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C D	4 6	Title: SAVE YOURSELF Outline on butcher paper, the silhouette of each child's body. After clothing the silhouette, the boys and girls may outline the drawing with retro-reflective crystals. The silhouettes may be cut out, affixed to the wall, and after the room has been darkened, identified by the child.	Frieze paper Retro-reflective crystals flashlight fabric or acrylic paint
C D	5 7	Title: SAFETY CARDS The children should make a deck of safety cards containing 41 cards. Each of 20 of the cards should depict a different traffic emblem or sign. An additional 20 of the cards should then be prepared exactly identical to the initial 20 cards. One card should then be prepared depicting an accident. The finished deck will consist of 41 cards: 20 sets of two identically matching cards and the one card depicting an accident. All of the cards are dealt to the players. Matching cards dealt to a player in the initial hand are laid aside. Then in rotation from left to right, the first player draws a card from the player's hand on his left. If the card drawn matches a card in his hand, he lays the matched cards aside and draws a card from the hand of the second player. This sequence continues until a card drawn does not match a card in his hand. The turn then proceeds to the next player. The player who finishes with the accident card in his hand looses the game. (Cont'd next page)	Colored poster board cards 3" X 5" Construction paper (yellow, black, red, green, and white) Traffic symbols Sample symbols in Odds and Ends Section

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C	5	Title: SAFETY CARDS (Cont'd from page 31.) This game can be varied by requiring the player who has a matched pair to explain the meaning of the sign or to describe a situation where the sign or emblem should be used. Once a situation has been used by a player in describing his matched sign or emblem, no other player may use that particular situation in describing his matched sign or emblem.	See page 30.
D	7		
C	4, 5	Title: PUPPET/PAWN MANIPULATION Child makes puppet described on page 85 of manual. May be made of construction paper or felt. Original puppets should be encouraged if the child is able to make them. Activity #1 - Child uses a puppet creatively as a pedestrian, making him walk on simulated intersection boards with signs arranged at different positions. Activity #2 - Child uses car puppet in the above manner. Activity #3 - Child uses puppet as directed by teacher or tape and at some point is given opportunity for free responses to be made. Activity #4 - Child is given a story-type situation and he sets up the board to portray the situation described. He then predicts the consequence and decides alternatives. These situations can be presented and analyzed by teams of two, taking turns at creatively thinking up imaginary or real situations or they may be drawn from a deck. (Cont'd on page 32.)	Felt, needle, thread or construction paper Scissors Pattern for puppets from Odds and Ends section of this book. Traffic board Instruction cards or tape Tally sheet *Models of people and cars may be used instead of puppets. Match boxes and wooden scraps make cute cars and can be done with originality.
D	7		
E	8, 9		
F	10		
G	12		

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C	4, 5	Title: PUPPET/PAWN MANIPULATION (Cont'd from page 31.)	See page 31.
D	7	A score card may be provided for tallying accidents and prevention of accidents.	
E	8, 9	Example:	
F	10		
G	12		

TALLY SHEET
for prediction

Accident CRASH!	Prevention
# Accidents_____ Total # presented_____	# Solutions without accidents_____

LP0880

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C D	5 7	Title: OUR NEIGHBORHOOD* Take a walk around school area. Practice crossing the street in a safe way and act out other situations the child will meet. This activity will be reinforced throughout the year in real situations as groups implement walking trips. Polaroid pictures can be used. Questions: What are some aids we see that will help us be more safe? By whom were they placed here? Why? What is your plan for using them? (Children may demonstrate.) Can you think of other safety needs? How might they be obtained (or implemented)? *Use in vehicle section also	None

00042

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
E	8	Title: TRAFFIC HOOK GAME BOARD* For this game the children make their own matching pairs of signs or emblems to be used to create games to play with classmates. One hook board may be used by the entire class, by a few children, or by an individual child. To make the hook board, eight cup hooks should be equally spaced in two rows on an 18" X 18" piece of plywood or masonite. To make the paired traffic emblems, cut pieces of shirt cardboard or tagboard or index cards into two inch squares. Find two traffic emblems or draw two traffic situations which are identical. Paste one emblem or situation on two squares. Punch a hole 1/4 inch from the top and one inch from the side of the card. To play the game, select one emblem or situation card, hang it on the hook board and ask a classmate to select the card that matches it. The game can be varied by asking a classmate to match an emblem with a situation. Use traffic and pedestrian safety news items appearing in newspapers and magazines to determine emblems and situations. Examples: Match old road signs with the new international road signs. Match a picture of a road curving to the left with a proper road sign. (Cont'd on page 35.)	2 matching sheets of safety signs and symbols One ruler - 6" long One hole puncher One pencil One pair of scissors Pieces of poster or shirt board Cup Hook Board (approximately 18" X 8") plywood with 8 cup hooks equally spaced in two rows

000183

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
E	8	Title: TRAFFIC HOOK GAME BOARD* (Cont'd from page 35.) Match a car turning left with a no left turn sign. Match the correct traffic sign with the correct pedestrian or vehicle response. Match an unsafe vehicle procedure with a safe vehicle procedure. Match a safety belt with a person sitting in a car. Match a helmet with a motor bike. *Use in Vehicle Section also Can be simplified to teach traffic signs and symbols (Behavioral Objective 1, page 20)	See page 34.

00014

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C E G	5 9 12	Title: ROVING REPORTER* Reporter circulates with tape recorder discussing with and questioning class members about problems relating to pedestrian and vehicle safety. Questions should be on four levels: What does this mean? (Identify) What would happen if? (Predict) What could you do? (Decision) What would you do? (Action) Sample of questions: What do you consider from the standpoint of pedestrian (vehicle) safety, the danger sources within our neighborhood? How can we improve these problems? If this is a problem we cannot control within our community, to whom should we write? (Provide carry-through experiences in letterwriting campaign.) What could you do to make your neighborhood safer? What would happen if you were standing in a bus and the driver had to put on the brakes quickly? What would you do if you saw your friend standing on a bus? What would you do if a stranger offered you a ride? How many different ways can you cross the street safely? *Should be used with Vehicle Section also	Tape Recorder Stamps/envelope/ stationery

00045

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
D G	6 12	Title: SEW-A-THON* . After a discussion and research project carried on concerning the value of retro-reflective tape, ask children for ideas as to how they might benefit from the discussion and new knowledge. Questions should be related to: What does this mean? (Identify) What would happen if? (Predict) What could you do? (Decision) What would you do? (Action) Using materials that will reflect, children may cut out mod patches and sew them on their play jackets. Set up an experiment with flashlights in a darkened room so that children may see the difference between a person with retro-reflective material sewn on clothes and one without. Girls make scarves and trim them with retro-reflective tape. Boys make patches for coats or hats using retro-reflective tape. *Use in Vehicle Section also.	Cloth Retro-reflective tape Adults to share time and sewing machines

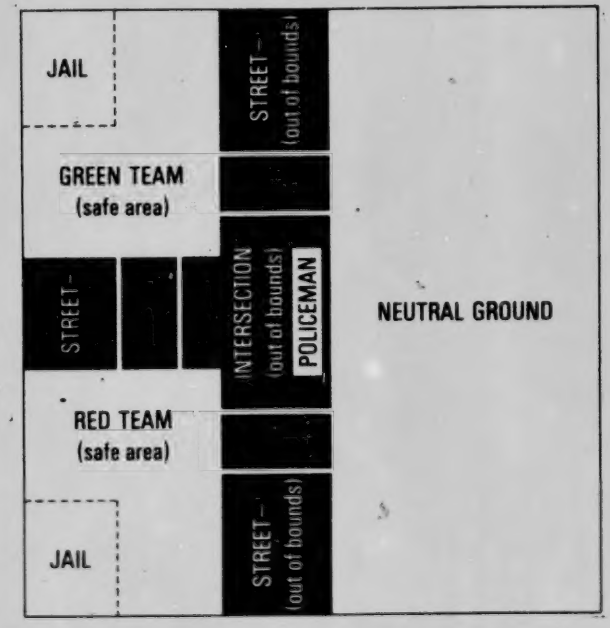
9 0 4 6

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
F	10	Title: CROSSWALK OR INTERSECTION TAG (School Safety Magazine, Jan-Feb, 1972) This walking tag game should be played in a gymnasium or multipurpose room where the illustrated court can be laid out with tape or butcher paper. Maneuvers of the game reinforce safe street crossing procedures. 1. Players divide into two teams, red and green. Each player wears a circle of his team's color taped or pinned to his back. 2. Each team has a safe area and a jail. The court represents an intersection with three crosswalks, one between each team's safe area and neutral ground, and the third between the two safe areas. Players who use the crosswalks must first look left, look right, then check all around before crossing. 3. A policeman stands in the center of the intersection as if directing traffic. His function is to see that players use marked crosswalks properly, do not run, and do not step out-of-bounds into street areas. Policeman may send players to opposing team's jail for violations of these rules. 4. Green and Red players stand at the end of neutral ground nearest their safe areas. When the policeman signals, players try to tag opponents by touching their circles. Tagged players must go to opposing team's jail. 5. Players may cross into their team's safe area to escape opponents but they may never enter the opposing team's safe area from neutral ground. (Continued on Page 39.)	Red and green circles of cloth. Pins or tape. See page 39 for Playing Area Diagram

99047

Pedestrian Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
F	10	Title: CROSSWALK OR INTERSECTION TAG (Cont'd from page 38.) 6. Players may enter the opposing team's safe area only to rescue captured teammates. The crosswalk between the two safe areas is the only one that may be used for this purpose. Players must return to their own safe area using the same crosswalk without being tagged. 7. The game is over when all players of one team are captured or time is called. PLAYING AREA DIAGRAM  	See page 38.

6F0003

Section 3

VEHICLE SAFETY

Section 3

VEHICLE SAFETY

Vehicle Safety Concepts and Cluster Concepts

II. Vehicle safety depends on a person's ability to identify, predict, decide, and respond with safety, efficiency and accuracy.

A. Tricycle and bicycle safety depends on the child identifying the traffic safety symbols and signs.

B. Tricycle and bicycle safety depends on the child identifying observable dangerous and hazardous situations and conditions.

C. Tricycle and bicycle safety depends on the child identifying unobservable and hazardous traffic conditions and situations.

D. Tricycle and bicycle safety depends upon the child predicting the consequences of his and others' actions.

E. Tricycle and bicycle safety depends on the child deciding which alternative of action would be most appropriate and the most safe.

F. Tricycle and bicycle safety depends upon the child assimilating and accommodating his knowledge and past experiences in order that he can respond quickly to a dangerous or hazardous situation or condition in the most appropriate and the most safe manner.

G. Passenger safety depends on each person assuming his responsibility to act in a safe manner in or on a vehicle.

H. Passenger's safety is influenced by the behavior of all people riding in or on a vehicle.

VEHICLE SAFETY BEHAVIORAL OBJECTIVES

Cluster Concept Letter	Behavioral Objective
A Identifying the traffic safety symbols and signs	1. Child can identify traffic safety symbols and signs related to riding a tricycle or a bicycle. 2. Child can make appropriate hand signals used when riding a bicycle. 3. Child can recall and explain bicycle, tricycle rules of safety.
B identifying observable dangerous and hazardous situations	4. Child can identify and describe safe, dangerous, hazardous conditions that cause tricycle and bicycle accidents.
C Identifying unobservable and hazardous traffic conditions	5. Child can describe unseen factors that cause tricycle and bicycle accidents.
D Predicting the consequences of his and others' actions.	6. Child can explain and predict the results of his actions upon himself and others when he rides a tricycle or bicycle. 7. Child can explain and predict the effect others' actions have upon his safety when he is riding a tricycle or a bicycle.

ED061

VEHICLE SAFETY BEHAVIORAL OBJECTIVES (Cont'd)

Cluster Concept Letter	Behavioral Objective
E Deciding which alternative of action would be most appropriate and most safe	8. Child can select from among different bicycle/tricycle situations and conditions; the safest, the most dangerous, and the least dangerous course of action. 9. Child can discriminate from among different cyclist's choices of actions; the the safest, the most dangerous, and the least dangerous action.
F Assimilating his knowledge and experin order to respond quickly to danger	10. Child can evaluate a safe and a dangerous tricycle or bicycle situation, determine an appropriate course of action, and respond quickly in a safe manner.
G Assuming responsibility to act safely in or on a vehicle	11. Child can identify safety equipment in/on a vehicle. 12. Child can identify safety equipment to be used while riding in a vehicle. 13. Child can describe safe and unsafe passenger behavior that effects the driver's actions. 14. Child can use safety equipment while riding in/on a vehicle. 15. Child can discriminate from among different choices of action; the safest, the most dangerous, and the least dangerous action for the passenger.

VEHICLE SAFETY BEHAVIORAL OBJECTIVES (Cont'd)

Cluster Concept Letter	Behavioral Objectives
H Influenced by behavior of all people riding in or on a vehicle	16. Child can explain and predict the results of his actions upon himself and others when he is a passenger. 17. Child can explain and predict the effect of other's actions upon his safety when he is a passenger. 18. Child can select from among different passenger situations and conditions; the safest, the most dangerous, and the least dangerous courses of action for the passenger.

00053

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A B C E	3 4 5 8, 9	Title: SAVE YOUR PET* In order to provide added protection at night for pets, tape can be ironed onto strips of belt backing. They may be fastened with Velcro. (fabric grip) Children could make arm bands, jacket patches, scarfs, etc. themselves also. Patches should be made for bicycles and tricycles too. *Use in Pedestrian Section also.	Sample collar made of belting on which has been ironed retro-reflective tape. Belt backing (14" X 16") Velcro (6 inches) Flashlight for Experimentation

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
B C	4 5	Title: STAY IN YOUR LANE Child rolls car wheels along prepared sheets which have a two lined lane for him to travel within. The left line (yellow) represents the center division of traffic and the right (black) represents the road's edge. As he moves his car to solve a traffic problem, it makes a line indicating his course of action. Teacher and/or children should prepare traffic and pedestrian stories for pupils to manipulate at their desks. The stories of pedestrian and traffic accidents which appear in the periodicals or on television should be used. The stories should consist of problem, analysis situations to problem, analysis situations to which solutions are not given. Activity is self-evaluative. By using stick-on models of traffic symbols, class members may construct their own maze-type game for peers to manipulate or individual models of familiar games to be tested with peers and then taken home to share with family members. (Concentration, Lotto, Pig Game, Etc.)	Prepared lined sheets, showing lanes. Miniature traffic light, traffic signs, crosswalks and other traffic props that may be used in the stories Traffic symbols and poster board made into sample games Traffic symbols poster board poster cards miniature cars

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A	1, 3	Title: SAFETY PUZZLE Using safety words as compiled by children or those stressed by visiting police officer, children or teacher should make individual flannel boards and felt letters. They may then be fashioned into simple crossword puzzles. A list of words properly spelled should be provided for a self check. Think of words that you feel are an important part of our safety vocabulary. Which felt letters will we need for each word? Can you think of a game that we might play using these words? Alternative: Mimeograph words to be fit into prearranged squares. Individual chalkboards for puzzles.	Individual flannel boards (14" X 16") Masonite boards (14" X 16") Chalkboard Spray

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C D	5 6	Title: RED LIGHT - GREEN LIGHT One person gives the signals. The children run when the person calls green light and stop when the person calls out red light. If you move after the person says red light, the person that moved must go all the way back to the starting line. The object of the game is to go from the starting line to the finish line. Instead of running, hopping, skipping, jumping, etc. can be substituted. Alternative: Rather than calling red or green light, the person giving signals may do so by holding up a school-made traffic light showing the appropriate light. Of what value are traffit lights? What might happen if these signals are not obeyed? Did you find it harder to stop for the red signal when you walked or ran? How does your body react when you are running and the light changes to red? (eliciting an understanding that a body in motion tends to stay in motion) How should this affect driver habits?	Traffic light

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
B	4	Title: NEIGHBORHOOD SAFETY MAP* After walking trip around the neighborhood, advanced groups will compile a map of the neighborhood including streets, crosswalks, traffic lights and signs, stores and other prominent buildings. From this guide coupled with walking tour of the area, younger children will set up their own safety neighborhood on the school grounds. Streets may be laid out using tape with building fronts constructed of plywood hinged to side panels for storage purposes, or buildings may be child made. Signs will be constructed at appropriate points. Younger children may fashion traffic lights from milk cartons to be used manually. Older children may make traffic light as part of a group science project. Police involvement may be elicited for planning as the Safety Neighborhood prepares to open, taking the form of discussion groups, providing leadership in initial use of Safety Neighborhood as they foster appropriate responses to props, train civilian personnel to guide traffic, meet with parent groups to discuss concerns of the group, etc. Vehicles used in the Safety Neighborhood projects may be brought from homes of the children and also be made at school of boxes with holes cut in the bottom to allow for mobility as the children "drive" them. *Use in Pedestrian Section also.	Miniature replicas of traffic signs, lights, crosswalks and other traffic props Masking tape Traffic light Stationary traffic signs

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
F	10	Title: FOLLOW THE ROAD 1. Make large cardboard traffic signs as listed. Using these signs, set up an imaginary road on the playground or in the gymnasium. Signs may be held by children or set up on stands. (If children hold signs, rotate sign holders frequently.) (Children should already be familiar with meaning of signs before use in this game.) 2. Children follow this course obeying each sign. 3. Select one or two children to act as law (sign) enforcement officers. Consider the following as violation equivalents: Running--Speeding Jogging--Moderate Speed Walking--Slow Speed Uncontrolled Movement--Reckless Driving Bumping, Fighting, Etc.--ACCIDENT Passing on areas marked by curve or hill signs--Illegal passing Other offenses may be set up according to class needs and ability. 4. Penalties for offenses may be set up by the class. Suggestions: Out of the game for a period of confinement in "jail" after which child may return to game. Assigned penalties for certain offenses and citations issued. (Penalties may involve forfeiture of certain priviledges.) Class traffic court. *Use in Pedestrian Section also.	Traffic Signs Children and teacher should determine which signs they wish to include. Cardboard or tagboard Paint

69006

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A	1	Title: SPIN-A-TRAFFIC SIGN* Directions: The child matches appropriate sign, signal, or words with the symbol or picture. 1. Using a cardboard symbol strip on which has been placed safety symbols and signs, the child attaches matching signs to the board with paper clips. △ ◇ | Stop 4 Way | Pedestrian Crossing | Bicycle Crossing | School Xing | No Right Turn | No Left Turn 2. The children use the traffic signs and symbols to make their own matching spinner game. The object of this game will be to fill the six spaces on the twin matching space sheet with pairs of the six stickers on the spinner board. Each symbol on the spinner board will be numbered 1 - 6 to correspond with the numbers placed on the twin matching space sheet Spinner 1 | 2 | 3 4 | 5 | 6 To place a symbol on the sheet, the child spins the dial, selects the symbol indicated on the spinner and pastes it on the corresponding number on his matching space sheet. The game continues until all have filled their sheets. *Use in Pedestrian Section also.	Cardboard symbol strip Jumbo Paper Clips Symbols backed by shirt board to be matched on cardboard symbol strip. Spinner Board Matching Space sheet.

09068

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A G	1., 2, 3 12	Title: SCRAMBLE* On a chart holder place letters made from poster board that are to be unscrambled. The object of the game will be to spell out the names of safety words and rearrange them in order on the board. In addition, the other children should have individual letters of the alphabet needed to comprise words given in the lesson that they may work simultaneously at their desks. *Use in Pedestrian Section also.	Sentence Strip Markers Scissors Envelopes Chart Holder Individual letters
C D G H	5 6 13 17	Title: SAFETY SHUFFLE CARDS* A set of cards may be given an individual child or a small group of children which they could use to create their own stories. Every picture or sign depicted in the set must be used in the story. The number of cards in the set would be determined by the maturity level of the children. The child may write his own safety story which later may be placed in a class scrapbook or in his own book of safety stories. Sample Cards: No bicycle sign Children Playing ball near street. Ball rolls into street. Bus with children on it. Child on bicycle Sign - TO PARK Charlie Brown and Snoopy crossing at crosswalk. Car on right stopped at traffic light. (Cont'd on page 53.)	Safety Shuffle Cards

19000

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C	5	Title: SAFETY SHUFFLE CARDS* (Cont'd from Page 53.) Bicycle Crossing Sign Policeman Ambulance 4 or 5 blank cards for child to illustrate his own story. *Use in Pedestrian Section also.	See page 52.
D	6		
G	13		
H	17		
D	7	Title: TRAFFIC TALLY**	Ditto masters Paper
E	8	After being given a mimeographed page* containing drawings of various types of vehicle and pedestrian traffic, the child observes and records traffic in his neighborhood in order to determine the kinds of traffic, peak traffic hours, areas of heaviest congestion, etc. Alternate: Speed Tally After observing speed limit, the child may estimate legal and illegal speed of vehicles and tally accordingly. *Samples of Tallies found in the Odds and Ends Section, pp. 88, 89, and 90 . **Use in Pedestrian Section also.	

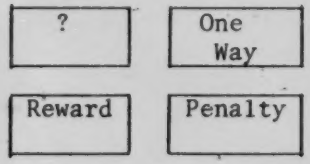
29000

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
C D G H	5 6 13 17	Title: SAFETY SHUFFLE CARDS* (Cont'd from Page 53.) Bicycle Crossing Sign Policeman Ambulance 4 or 5 blank cards for child to illustrate his own story. *Use in Pedestrian Section also.	See page 52.
D E	7 8	Title: TRAFFIC TALLY** After being given a mimeographed page* containing drawings of various types of vehicle and pedestrian traffic, the child observes and records traffic in his neighborhood in order to determine the kinds of traffic, peak traffic hours, areas of heaviest congestion, etc. Alternate: Speed Tally After observing speed limit, the child may estimate legal and illegal speed of vehicles and tally accordingly. *Samples of Tallies found in the Odds and Ends Section, pp. 88, 89, and 90 . **Use in Pedestrian Section also.	Ditto masters Paper

69068

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
B E	4 9	Title: CITY SQUARE GAME* Four children using vehicles as pawns move around a city drawn on a plywood board. Movement will be from left to right as player moves to square designated by number rolled on dice. Object - The first player to move from GO to STOP will be the winner. Exceptions: If a square designated with a question mark is landed upon, child will select a card from that stack and move according to instructions. When a stop sign is approached, play ends immediately and time is relinquished to next player. If a player lands on a square occupied by another vehicle, a parking ticket will be issued resulting in summons to traffic court. When child goes to traffic court he remains until: 1. Obtains Traffic Court Card Release 2. A six is rolled 3. Rolls dice three times *Use in Pedestrian Section also.	DIRECTIONS FOR MAKING THE CITY SQUARE: Plywood board or other material - contact covered Appropriate buildings of blocks - contact covered Grease pencil 4 Vehicles Cube painted with dots on each side Stick-on Traffic signs Cards  Teacher: Plywood or other material 20" X 20"- contact covered Blocks for building and dice Grease pencil 4 Vehicles Paint Poster board for cards Felt markers

Per instructions on board child will draw cards from four stacks and follow instructions.

Cards:

?	1. You may draw 4 Stick-ons 2. Park at bank while you make deposit 3. Move back 3 ° ° ° Spaces 4. Forward 6 ° ° ° ° ° ° Spaces
One Way	1. Up 3 ° ° ° Spaces 2. Back 6 ° ° ° ° ° ° Spaces 3. Back 8 ° ° ° ° ° ° ° ° Spaces 4. Up 4 ° ° ° ° Spaces
Reward	1. Get out of traffic court free 2. Safe Driver Award 5 ° ° ° ° ° Stick-ons 3. You fastened your safety belt 2 ° ° Stick-ons 4. Award for staying within speed limit 4 ° ° ° ° Stick-ons
Penalty	1. You crossed between 2 cars without looking. Miss 2 ° ° turns 2. You did not stop at STOP . Go to Traffic Court. 3. Speeding ticket. Go to Traffic court 4. You ran a yellow light. Miss 1 ° turn.

59000

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
F G H	10 15 18	Title: SAFETY SCIMITAR* Publish school newspaper reporting the progress of projects the class has prepared related to traffic, pedestrian, and passengers. Possibilities: Outcome of our Traffic Tally Articles about Sew-A-Thon and credit to participants Research on value of retro-reflective tape Possible outgrowth of thinking spurred by Roving Reporter Crossword safety puzzles made by children Additions to accident articles cut from newspaper that would include a discussion as to how the accident might have been avoided Comic strips prepared by children *Use in Pedestrian Section also.	Ditto Masters Paper Elementary typewriter (if possible)

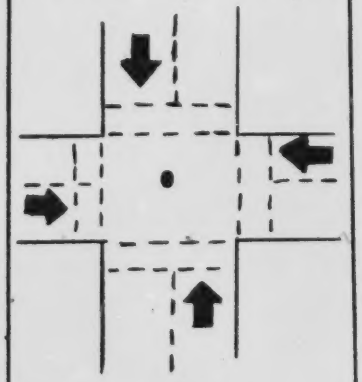
00066

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
F G H	10 15 18	Title: SAFETY SCIMITAR* Publish school newspaper reporting the progress of projects the class has prepared related to traffic, pedestrian, and passengers. Possibilities: Outcome of our Traffic Tally Articles about Sew-A-Thon and credit to participants Research on value of retro-reflective tape Possible outgrowth of thinking spurred by Roving Reporter Crossword safety puzzles made by children Additions to accident articles cut from newspaper that would include a discussion as to how the accident might have been avoided Comic strips prepared by children *Use in Pedestrian Section also.	Ditto Masters Paper Elementary typewriter (if possible)

00067

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
F	10	Title: STOP LIGHT RELAY* 1. Divide the class into two teams. Set up a playing area either indoors or outdoors as shown in the diagram. 2. Teams move in the direction of arrows on the diagram (in the manner of traffic.) A stop light is in the center of the intersection. 3. Players line up single file (in the manner of "one-lane traffic." One child or the teacher may work the stop light. When the light is green, players jog across the intersection--staying in their respective lanes and in order after they pass the light. 4. When the light turns yellow, players must slow down. 5. When the light turns red, all players must stop behind the crosswalk. Any players in the intersection or on the crosswalk when the light turns red are "violators" and are out of the relay. 6. The game continues until all members of one team have crossed the intersection. Winning team is the one with more players safely across the intersection. Players who are out because of violations do not count in this total. NOTE: Caution players to continue jogging along the playing area so that team members can safely cross the intersection without being blocked. *Use in Pedestrian Section also.	DIRECTIONS FOR LIGHT RELAY: Traffic Light Tape, ropes, chalk, etc. to mark playing area. VARIATION: If a 4-way stop light is available, make the relay course 4-way. See penciled addition to diagram. PLAYING AREA DIAGRAM:  ● Traffic Light

89068

Vehicle Safety Learning Episodes

Cluster Concept Letter	Behavioral Objective Numeral	Learning Episodes	Materials Needed
A	3	Title: TRICYCLE/BICYCLE CLUB Set up a bicycle or tricycle club Discuss and set up rules for safe biking--on and off school grounds. Select a council (change frequently) to enforce rules. Discuss and decide on penalties for violators of club rules. Set up a citation and "traffic" court system for the class club.. Issue membership and "Good Biker" certificates.	Mimeograph paper for citations, membership certificates, and "Good Biker" certificates. (Other kinds of paper may be used depending on the kinds of materials available to the class. For instance a printing press and lightweight cardboard could be used to create original membership cards.)

69066

020068

Section 4

EVALUATION PROCEDURES

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: SAFETY SEQUENCE PUZZLES	6 or 8 sequence puzzles mounted on heavy board
D	6	The child will place the appropriate safety sequence puzzle frames in order as to the result of certain actions on self or others.	
E	8, 9		
F	10, 11	As the child is given a sequence puzzle point to each frame in succession and ask the following questions:	
G	12	1. What do you see? 2. What happened? 3. Then what happened? 4. What might happen?	
II			
D	6	Then the child takes each individual frame out and then places them back on the board in sequence.	
E	8, 9		
F	10	An example of a sequence puzzle is as follows:	
G	15		
H	17, 18		

1	2	3	4
Bill is shown with hands on ball to take ball away from Tom.	Bill has ball in hand and Tom is approaching Bill in an attempt to get ball back.	Bill throws ball into street.	Tom runs into street after ball and car is coming down street

This frame is not manipulative bur remains attached to board.

1	2	3	4
A picture of Child and dog	Dog pulling on leash.	Dog runs into street.	Little dog chases after the dog.

00071

Pedestrian And Vehicle Safety
Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: MATCH'EM SAFETY LOTTO	1. 4 Lotto boards (12" X 6")
A	1, 2	LEVEL ONE EVALUATION	2. Individual signs and symbols mounted on 3" X 3" boards.
D	6	Each child playing the game will be given one of 4 Lotto boards. In the six spaces on the board there is a specific sign or symbol. The children take turns drawing a symbol from the stack of cards that have been placed face down on the table. If the child doesn't have the one that matches on his board he places the card face down on the table near the stack of cards. If he has it he places it on his lotto board. The next child will have a choice of taking a card from the deck or he may take a card from the side of the deck of cards.	3. The following signs will be placed on each board. Sigrs to be matched will be placed on 3" X 3" board.
II			
A	1, 2		
B	4		
G	13, 14	Deck [ ] [ ] If the child doesn't need the card he places it face down near the first child's card on the table.	See page 62. for Lotto Boards.*
		The object of the game will be to match each sign on your card. If you run out of cards in the stack then each player will turn one card on the side of the deck face up to see if it matches. If it doesn't, he will turn it face down again. The game continues until all cards are filled. If one child finishes his board he may choose another player and help him fill his card. NOTE: At first only Lotto boards #1 and 2 should be used and only 2 children will play at a time.	
		*Children can design other lotto boards.	

22000

LOTTO BOARDS

#1 Lotto Board

1. Stop sign
2. Pedestrian Crossing
3. Flashing Red Light
4. Pedestrian light with walk on it
5. No bicycles
6. Railroad Crossing

#2 Lotto Board

1. 4 Way stop
2. Bicycle Crossing
3. Flashing yellow light
4. Red light with Don't Walk on it
5. No trucks
6. Railroad Crossing

#3 Lotto Board

1. One way
2. Right turn arrow
3. No U turn
4. Intersection with Crosswalk
5. School crossing
6. Keep right

#4 Lotto Board

1. School area
2. Left turn arrow
3. Signal Ahead
4. Stop
5. No left turn
6. Two way traffic

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: MATCH'EM SAFETY LOTTO	See page 64. for Lotto boards.
A	1, 2	LEVEL TWO EVALUATION	
D	6	Using a similar process as in Level #1 the child will match the word with the symbol on his Lotto Board. As in Level #1 only the first two Lotto Boards will be used with two children playing. After children are familiar with game and word symbols Lotto Cards 3 to 4 may be used and 4 children may play the game.	
II			
A	1, 2		
B	4		
G	13, 14		

72066

LOTTO BOARDS

Lotto Board #1

Symbol	Word
Yield	Yield
One way	One way
Pedestrian light with Walk written on bottom	Walk
Pedestrian Crossing	Pedestrian Crossing
Red Light	Stop
No right turn	No right turn

Lotto Board #2

Symbol	Word
Pedestrian light with Don't Walk written at top	Don't Walk
Green Light	Go
Stop ahead	Stop ahead
No bicycles	No bicycles
Bike Crossing	Bike Crossing
Railroad Crossing	Railroad Crossing

Lotto Board #3

Symbol	Word
Signal Ahead	Signal Ahead
No right turn	No right turn
Stop	4 way
School crossing	School crossing
Keep right	Keep right
"T" Intersection	"T" Intersection

Lotto Board #4

Symbol	Word
"Y" Intersection	"Y" Intersection
No Left Turn	No Left Turn
No U Turn	No U Turn
Stop	4 Way
Hill	Hill
Slippery When Wet	Slippery When Wet

Pedestrian And Vehicle Safety
Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: MATCH'EM SAFETY LOTTO	Ditto sheets Safety signs and symbols
A	1, 2	LEVEL THREE EVALUATION	
D	6	Each child is given a sheet of paper that has been sectioned into 6 equal spaces and numbered 1 - 6 (1 | 2 | 3 / 4 | 5 | 6) along with 10 safety signs and symbols. The safety signs and symbols are spread out in front of him on his desk or table.	
II			
A	1, 2		
B	4	One child is chosen from group who will be given a sheet similar to the one described above but with the safety signs and symbols already on sheet. This child will begin with symbol #1 and describe it to the group such as:	
G	13, 14	This sign has 8 sides. It is red with 4 white letters on it. Can you guess what this sign is? etc.	
		The children at the table or desk will then guess what sign is being described and place this sign in the number one place on the board.	
		6 Signs will be described by the child and the game continues until all the spaces are filled.	
		When the descriptions have been completed the cards from which the child has been describing the symbols will be shown to children to check their own responses.	

92068

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: HOOK MATCHING BOARD	1. Cup hook matching board (18"X8") with 8 cup hooks equally spaced and in two rows.
C	4, 5	Directions: The child matches the appropriate sign, symbol or words with the symbol or picture that has been placed on board.	
E	8, 9	LEVEL ONE EVALUATION	
F	10, 11	Each of the safety signs or symbols will be placed on the cup hooks on the board. Only one sign or symbol will be placed on each cup hook. There will be 3 sets in level one and eight symbols in each set.	2. 3 Sets of matching signs and symbols mounted on 3"X3" posterboard with a hole punched in middle about 1/2 inch from top.
II			
A	2		
C	5	The child will have a matching set of the eight symbols which he will match with the appropriate symbol on the board by placing his symbol over the identical symbol on the board.	3. 4 Or 5 additional replicas of each symbol in set for use in classifying by symbol. These are mounted as above.
		After the child successfully matches the signs or symbols in set one he may be given set two and then set three. As he has completed each matching task the child checks his own answer by checking the color strip on the back of each matching pair. If his number is correct each pair will have the same color strip on it.	
		Following is a list of symbols to be matched in sets one, two and three:	
		Set One: 1. Stop sign 2. School Xing 3. Pedestrian Xing Set Two: 1. School Xing 2. School area 3. Pedestrian Xing Set Three: 1. No right turn 2. No left turn 3. No U turn	
		(Cont'd on page 67.)	

22966

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: HOOK MATCHING BOARD (Cont'd from page 66.)	See page 66.
C	4, 5	Set One / Set Two / Set Three	
E	8, 9	4. RR Xing / 4. Bike Xing / 4. Right turn only	
F	10, 11	5. Pedestrian light with walk written on it / 5. Stop / 5. Left turn only	
II		6. Pedestrian light with don't walk / 6. 4 Way stop / 6. Traffic Light with arrow pointing left	
A	2	7. Traffic light / 7. One way / 7. Traffic light with arrow pointing right	
C	5	8. Intersection with Crosswalks / 8. No bicycles / 8. Keep right	
		NOTE: After the child matches pairs of each symbol in set 4 or 5, replicas of each symbol may be added for child to classify by the symbol.	
		LEVEL TWO EVALUATION Following the process stated in Level #1 the child matches the appropriate word or words with the appropriate symbol on the board. As in Level #1, 3 sets will be included. Each set will include 8 symbols and 8 matching words mounted individually on 3" X 3" posterboard.	8 Symbols for each set mounted on 3" X 3" posterboard with a hole punched in the middle about a half inch from top of car card. Word or words from each symbol mounted
		(Cont'd on page 68.)	

82068

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: HOOK MATCHING BOARD (Cont'd from page 67.)	individually as described above.
		LEVEL TWO EVALUATION	
C'	4, 5	Set One	
E	8, 9	Symbol: / Word:	
F	10, 11	1. Stop / 1. Stop 2. Yield / 2. Yield 3. Wrong way / 3. Wrong way 4. Pedestrian light with walk written at bottom / 4. Walk 5. Pedestrian light with Don't walk written at top / 5. Don't Walk 6. Red light / 6. Stop 7. Green light / 7. Go	
II			
A	2		
C	5	Set Two	
		Symbol: / Word:	
		1. Signal Ahead / 1. Signal Ahead 2. Bike Xing / 2. Bike Xing 3. Pedestrian Xing / 3. Pedestrian Xing 4. School Xing / 4. School Xing 5. No bicycles / 5. No bicycles 6. No left turn / 6. No left turn 7. No right turn / 7. No right turn 8. No U turn / 8. No U turn	
		(Cont'd on page 69.)	

62086

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: HOOK MATCHING BOARD (Cont'd from page 68.)	See page 67 and 68.
C	4, 5	LEVEL TWO EVALUATION	
E	8, 9	Set Three	
F	10, 11	Symbol: / Word:	
II		1. Keep right / 1. Keep right 2. Keep left / 2. Keep left 3. Hill / 3. Hill 4. Two way traffic / 4. Two way traffic 5. Stop / 5. 4 Way 6. No trucks / 6. No trucks 7. "T" intersection / 7. "T" intersection 8. "Y" intersection / 8. "Y" intersection	
A	2		
C	5	LEVEL THREE EVALUATION	8 Pictures or symbols listed in the process that have been drawn or mounted on 3"X3" posterboard with a hole punched in the middle about a half inch from top of card.
		The child is asked to predict the consequences of the action shown on the cards. Following the process from level #1 the child matches the proper hand signal with the appropriate picture or symbol on the board. The following symbols, pictures and hand signals will be included in level #3:	8 Hand signals drawn and mounted as above, also listed in the process. Left, right or slow down to stop may be written on hand signal cards.
		1. A picture of a child on a bicycle turning left. 2. A picture of a child on a bicycle turning right. 3. A picture of a child on a bicycle approaching a stop sign. 4. A stop sign. 5. A left turn only sign. 6. A picture of a child riding a bicycle on sidewalk.	
		(Cont'd on page 70.)	

06008

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
See page 70.	See page 70.	Title: HOOK MATCHING BOARD (Cont'd from page 69.) LEVEL THREE EVALUATION 7. Arrow pointing left. 8.-10. 3 left hand signals 11.-13. 3 slow down to stop hand signals 14.-15. 2 right hand signals NOTE: Left, right, and slow down to stop may be written on the hand signal cards.	See page 69.
I		Title: SAFETY SHUFFLE CARDS	2 each of the following symbols drawn or mounted on cards approximately 2"X3":
B	3	LEVEL ONE EVALUATION	
F	10, 11	Object of activity - the child will match pairs of signs and symbols that have been placed face down on the table.	RR Crossing Pedestrian Crossing Pedestrian Light School Crossing Traffic Light One Way No Left Turn No Right Turn Stop Sign Stop Sign - 4 Way
G	12	Process - The safety shuffle cards are spread out randomly on the table.	
II			
C	5		
E	8, 9	Each child playing the game will turn two cards at a time face up on the table so all players can see them. If the pairs match the child withdraws them from the pile and keeps them until the next game. Then another child is given a turn. The game continues until all pairs have been matched and withdrawn from the pile.	
F	10		
G	12		
H	16, 18	(Cont'd on page 71.)	

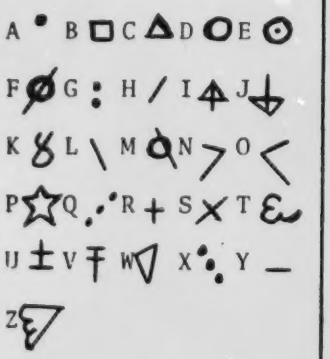
19881

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: SAFETY SHUFFLE CARDS (Cont'd from page 70.)	One each of the following cards:
B	3	LEVEL TWO EVALUATION	Boy
F	10, 11	Object of activity - the child will use the safety cards to write his own safety story.	Girl
G	12		Home
II		Process - the child is given the box of safety shuffle cards. He looks through them; decides on those he wants to use in the story, and then places them in an order that he thinks he will use them in a story. As the child is working with them ask:	Stop sign
C.	5		Pedestrian light
E	8, 9	What or who is your story going to be about?	Intersection with crosswalk
F	10	What happens first?	Bat and ball
G	12	Then what happens?	Sign that says TO ZOO
H	16, 18	What happens last?	Flashing red light
			Additional cards on which child may draw his own story
			Fasten your seat belt
			Helmet

000082

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral and Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: SAFETY CODE	A master copy of the Code of hieroglyphics
A	1	Using a code the child will write his own safety tip and share it with other children in the room.	
B	3		
C	5	Each child will receive a copy of the hieroglyphics or other code. A safety tip using the code which may be used in several ways:	
E	9		
II		1. The child writes and may desire to illustrate a safety tip to another child in the room. The child receiving the code will decode the message using the code sheet. He will then respond with a coded safety tip and send it to the child he has received his tip from.	
A	1, 3		
E	9		
G	11, 12, 15	2. The teacher may use the safety tips written in hieroglyphics to vary practice in cursive writing by putting several of these on a Ditto sheet and mimeographing these. The children will decode it on the sheet and then transfer the decoded message to lined paper for practice in writing.	
		3. A bulletin board may be made on safety tip using the coded tips and safety illustrations of the code by the children.	
		4. The child may make his own code to be mimeographed and given to the other children in room.	

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: CHANCE	12 sets of situational cards containing 3 cards per set of traffic signs*
C	4, 5	Three children may participate in this game of chance as they turn up one card each at random from color-coded sets of cards. Each color-coded series would contain three pedestrian situations from which the child would determine whether he had drawn the safest, middle danger area or most dangerous card. After this has been established either by the holder of each card, or if there is disagreement, after discussion among the three players leads to accord, poker chips will be awarded according to the following point system:	poker chips
D	6, 7		
F	10, 11		*See page 74. for Possible Situations for sets of cards
G	12		
II			
B	4	Most dangerous 1 Middle danger area 3 Safest 5	
C	5		
E	8, 9	At the conclusion of the game chips may be redeemed for traffic signs (or other reward) at the exchange ratio of 5 chips per traffic sign.	
F	10		
G	12, 15		
H	18		

POSSIBLE SITUATIONS FOR SETS OF CARDS:

1. Playing ball on playground
   Ball rolling into street - child stops on sidewalk
   Ball rolling into street - car approaching as child enters street

2. Child crossing street on green light
   Child crossing street on red light
   Child crossing street on yellow light

3. Child crossing street at light
   Child crossing street - no cars
   Child crossing street between two cars

4. Child riding tricycle in street
   Child riding tricycle on sidewalk
   Child riding tricycle down driveway into street

5. Car turning right at intersection - child on sidewalk observing
   Car turning right at intersection - child jaywalking
   Car turning right at intersection - child sprinting toward street between 2 cars

6. Child riding bicycle across street
   Children riding double on bicycle
   Child walking bicycles across street

7. Child crossing street at crosswalk
   Child playing in street
   Children jaywalking

8. Night:
   Child wearing retro-reflective tape on clothing
   Child without such tape
   Twilight:
   Child without tape

89065

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: SAFE OR UNSAFE	Slides, (pictures or transparencies) provided with curriculum guide magazine pictures children's drawings 4" X 8" cards clear contact or lamination wax pencils
D	7	Show pictures, slides or transparencies of various situations. Children can make their own filmstrips. Have child label them verbally or manipulatively "safe" or "unsafe." Some suggestions on various levels follow:	
E	9		
II		LEVEL ONE EVALUATION	
B	4	The child may not progress beyond a simple viewing of the slides presented and a verbal response of his feelings as to whether the incident portrayed is "safe" or "unsafe." Could include a discussion of "why." This may be accomplished with an individual child or in small groups.	
D	7		
G	13		
H	17	LEVEL TWO EVALUATION	
		Provide cards numbered correspondingly to slides shown, 1 through 10. Laminate or cover with clear contact paper, cards similar to the example given:	*Depending on the set of slides presented, this may cover pedestrian, auto, bus, bicycle, tricycle, or passenger safety.
		S U | S Front Back (correct answer)	
		Continue preparation to 10. As slide is shown, ask child to use wax pencil to circle correct symbol. He may then turn card over to check his response. If it looks like the one he sees on the back of the card, he is correct.	

980086

Pedestrian And Vehicle Safety Evaluation Procedures

Concepts Roman Numeral And Letter	Behavioral Objective Numeral	Title And Procedure	Materials Needed
I		Title: SAFE OR UNSAFE (Cont'd from page 76.)	Slides Projector Prepared sheets Pencils Special paper *Depending on the set of slides presented, this may cover pedestrian, auto, bus, bicycle, tricycle or passenger safety.
D	7	LEVEL THREE EVALUATION	
E	9	As slides are shown to child, he marks "S" or "U" beside the corresponding slide's number on a prepared sheet and tells why.	
II			
B	4	Example of sheet: (Number down pg.)	
D	7	"SAFE-UNSAFE" Why? 1. _____ _____	
G	13		
H	17	*Paper which is self-correcting may be used instead of above. Child shades his choice from a sheet printed as the following example: 1. Safe risk unsafe .... Or he may shade the symbol for one of these 1. S R U The shading or the correct response produces a circle around the choice, thus telling the child he has chosen correctly. This would present a level between the second and third levels previously presented, and would eliminate the why.	

Section 5

ODDS AND ENDS

Section 5

ODDS AND ENDS

ANNOTATED FILM BIBLIOGRAPHY

1. Be Your Own Traffic Policeman

Source: 4 Perennial Education, Inc.
1825 Willow Road
Northfield, Illinois

10 minutes, Color, $120; Black and White, $60, Rental $12; 16 mm
Through everyday activities of children this film defines traffic, traffic rules and their individual application. Makes use of animation and actual photography.

2. Finding Your Way to School

Source: Injury Control Division
Memphis-Shelby County Health Department
814 Jefferson
Memphis, Tennessee 38105

10 minutes, Color, 16 mm, Loan

Shows the proper way of crossing streets, use of signal lights, things to observe in coming and going to and from school.

3. Look Alive

Source: Injury Control Division
Memphis-Shelby County Health Department
814 Jefferson
Memphis, Tennessee 38105

15 minutes, Black and White, 16 mm, Loan

Features Raymond Burr, TV's Perry Mason, Portrays through the eyes of the pedestrian the events leading up to his being struck by a car and the effects of the accident on driver involved.

00000

4. Safe Bicycling

Source: Tennessee Public Health
Film Catalog 1970
254 Cordell Hull Building
Nashville, Tennessee 37219

13 Minutes, color, 16 mm, Loan

5. Step Lightly

Source: Injury Control Division
Memphis-Shelby County Health Department
814 Jefferson
Memphis, Tennessee 38105

14 minutes, Color, 16 mm, Loan

Demonstrates the use of retro-reflective material and how it relates to pedestrian safety. Very informative.

6. Untouchable

Source: Board of Education
Officer Friendly Program
2597 Avery
Memphis, Tennessee

15 minutes, Color, 16 mm, Loan

Demonstrates the proper and improper attitude of a pedestrian.

7. David Hall Story

Source: Board of Education
Office Friendly Program
2597 Avery
Memphis, Tennessee

17 minutes, Color, 16 mm, Loan

Depicts the problems a young boy faces in various aspects of traffic and pedestrian safety.

8. Modern Horror Story

Source: Govenors Highway Safety Commission
227 E. Edenton Street
Raleigh, North Carolina

22 minutes, 16 mm, Color, Loan

Discusses dangerous aspects of highways and streets.

166066

9. Safety On the Way to School

Source: Govenors Highway Safety Commission
227 E. Edenton Street
Raleigh, North Carolina

15 minutes, Black and White, 16 mm, Loan

Deals primarily with school bus safety.

10. THE FOLLOWING FILMS ARE AVAILABLE ON A LOAN BASIS FROM THE:

Triple A (AAA, Mid-South Automobile Club
1579 Union Avenue
Memphis, Tennessee 38104

Rock and Roll with the Safety Patrol

16 1/2 minutes, Color, 16 mm

Rocky and Rolo, a hippy-like animated twosome, cavort against live action photography in a futile attempt to "free school children from control by school safety patrols." (1971)

Otto the Auto - Series D

18 1/2 minutes, Color, 16 mm

Four short animated films, each described below and available as a set of four separate films or spliced together on one reel. Although Otto is much like the venerable and safety-conscious car featured in the old Otto the Auto films, this New Otto series co-features a Peanuts-type cast of youngsters. Animation is far more elaborate than it is in Series A - C. (1971)

A Surprise for Otto - asks the question, "Does the green light always mean go?" (4 min., 6 sec.)

Otto Goes Ice Skating - Children learn from Otto why a driver might not see a child Pedestrian even though that child is seemingly in plain sight. (3 min., 50 sec.)

Horseplay - The hazards of "horsing around" near cars are described. (4 min., 6 sec.)

The Secret of the Pushbuttons - Otto explains that the button isn't broken just because the light doesn't change immediately when the button is pushed. (6 min., 10 sec.)

The Talking Car

16 1/2 minutes, Color, 16 mm

After a near miss when he ran into the street without first looking for oncoming cars, Jimmy - in a dream sequence - is grilled by a tribunal of three talking cars, two of them vintage models, as to how well he knows the "See and Be Seen" traffic safety rules. (1969)

The Day the Bicycles Disappeared

14 minutes, Color, 16 mm

When all the bicycles in town suddenly disappear, it turns out that they have met to protest the hazardous riding of their owners. Not until each rider signs a safe bicycling pledge do the bikes agree to be taken home. (1967)

Otto the Auto

Ten animated 4 1/2 minute color films availble either individually or in sets; ---respectively, of three, three and four on a reel, as listed below:

Series A

Two Sleeping Lions - illustrates the safety slogan "Don't Cross between Parked Cars."

The Little White Line That Cried - illustrates the safety slogan "Cross at the Corner"

Inky and Blinky - illustrates the safety slogan "Wear White at Night"

Series B

Otto Asks a Riddle - illustrates the safety slogan "Obey Your Safety Patrol."

Otto Meets a Puppet - illustrates the safety slogan "Look All Ways Before Crossing."

The Bright Yellow Raincoat - illustrates the safety slogan "Be Extra Alert on Rainy Days."

Series C

Squeaky and His Playmates - Illustrates the safety slogan "Play Away from Traffic."

Billy's New Tricycle - Illustrates safe tricycle and bicycle riding rules.

Peter the Pigeon - Illustrates the safety slogan "Walk on the Left Facing Traffic."

Timothy the Turtle - Illustrates the safety slogan "Watch for Turning Cars."

The Safest Way

14 1/2 minutes, Color, 16 mm

As a child-teacher-parent project, each young pupil maps out his safest route from home to school.

School Bus Patrol

14 1/2 minutes, Color, 16 mm

How the school bus patrol functions is explained in this drama of one school's experience in starting such a program. (1963)

11. Safety Team

Sources: Memphis Board of Education
Officer Friendly Program
Lt. William Lloyd, Safety Director

Shelby County Sheriff's Department
Juvenile Education
Sergeant Bill Dufour

Memphis-Shelby County Safety Council
Director Children's Safety, Mrs. Margaret Saeger
143 N. Fourth

Memphis-Shelby County Health Department
Division of Injury Control
Mike Higginbotham, Public Health Investigator

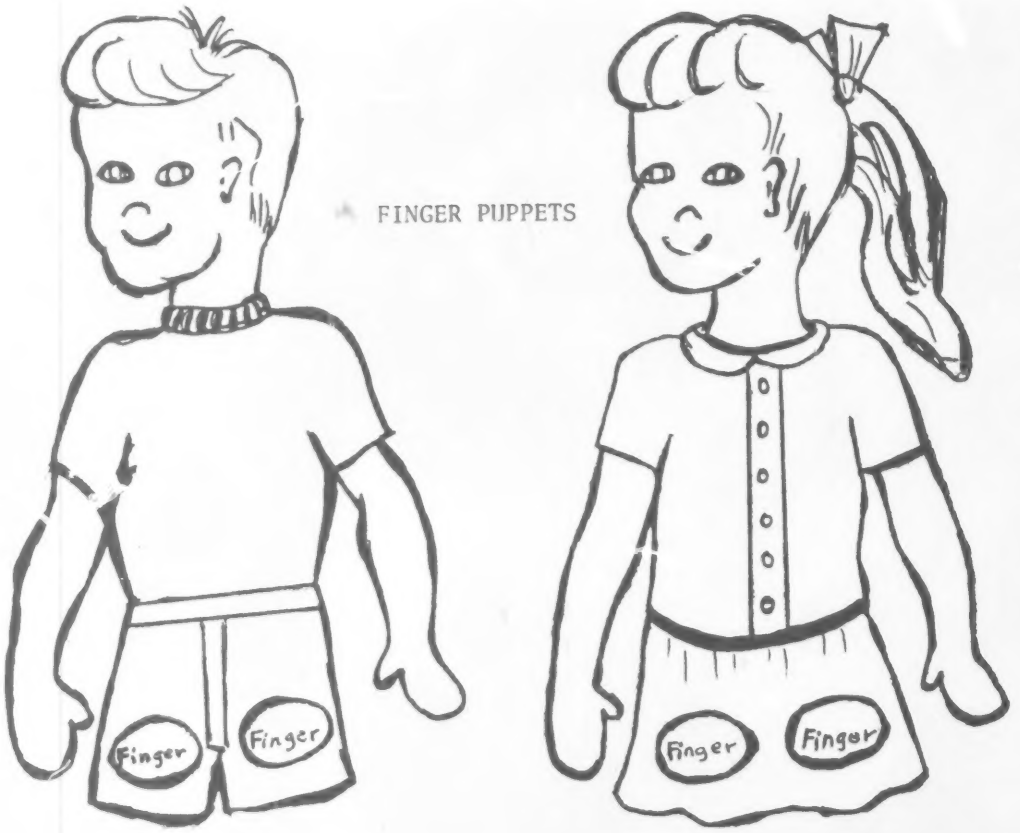
Memphis-Shelby County Traffic Safety Coordinating Committee
Jack Haley, Pedestrian Safety Coordinator

20 minutes, Color, Sound, 16 mm

This film is confined to the Memphis and Shelby County area. Local people and places are used for identification purposes. It deals with all aspects of pedestrian safety, bicycle safety, and motorcycle safety.

Rating: Excellent

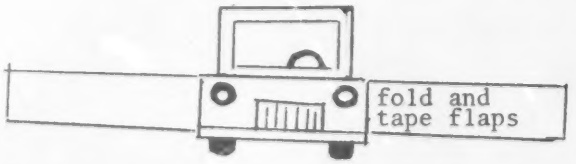
FINGER PUPPETS



Cut out circles to insert finger.

CAR FINGER PUPPETS

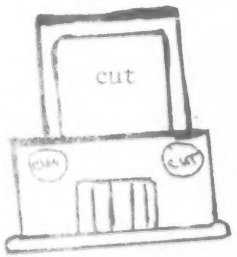
Make in different colors of construction paper.



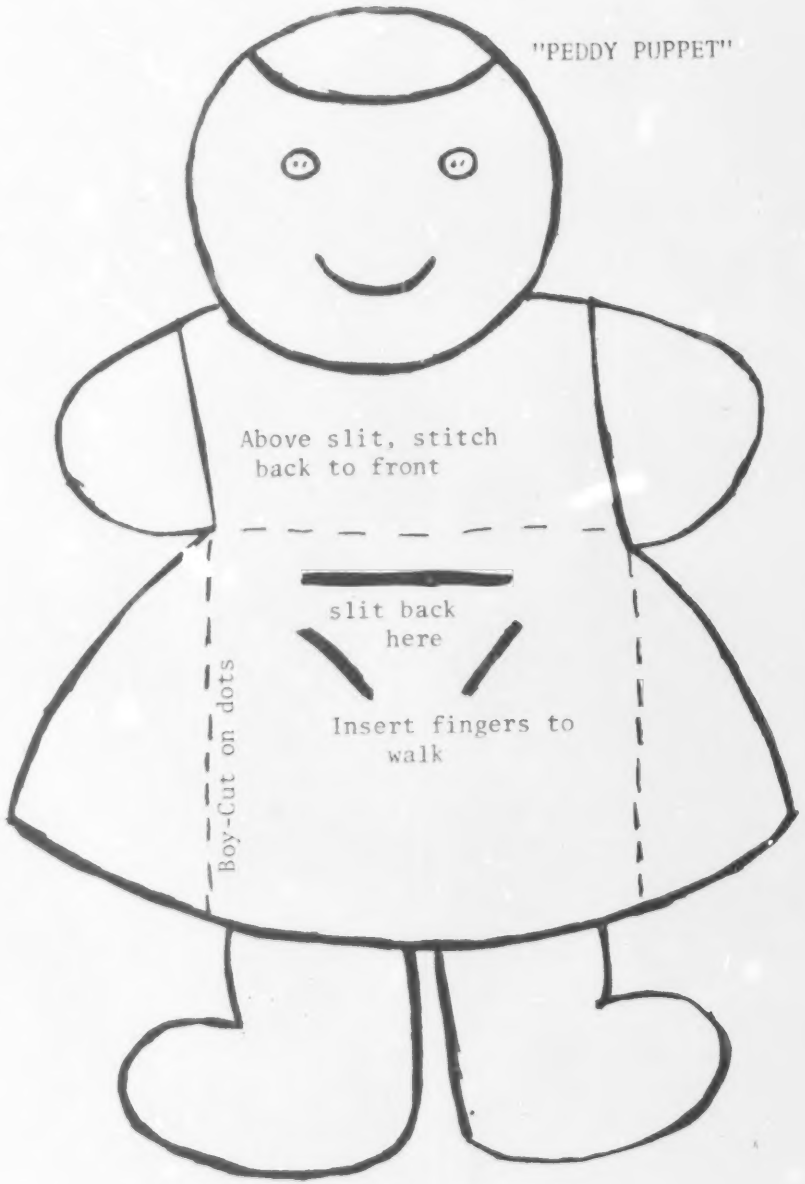
1/4 inch

SUGGESTED POSTER BOARD CAR

Make posterboard car to use in front of child's body as he "drives" a taped route or a sidewalk course. Arms may extend through holes and a circular steering wheel may be provided. Successful completion of an obstacle course might be rewarded.



"PEDDY PUPPET"

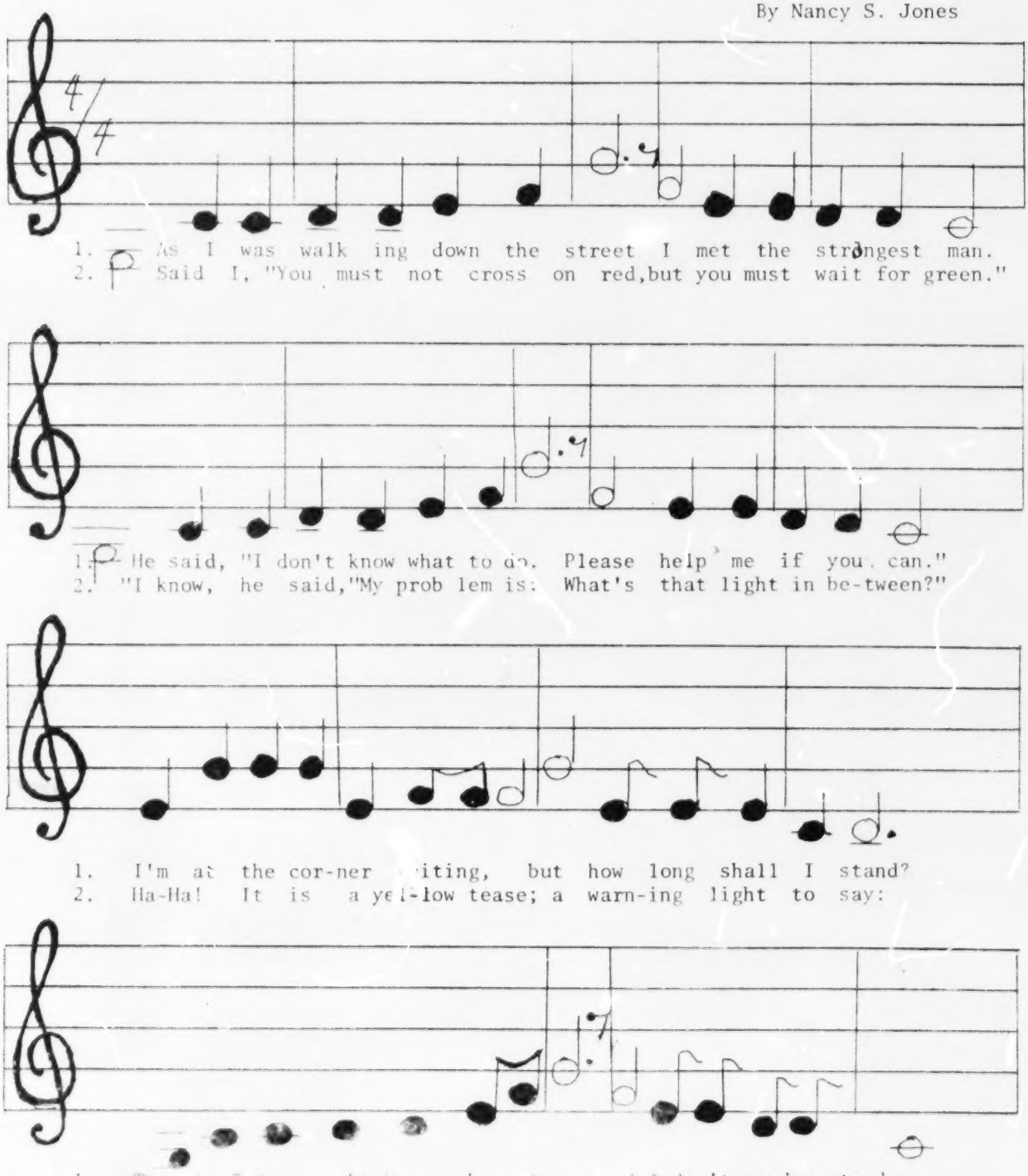


Cut 2 from felt and stitch together 1/8 inch from edge.

Clothes may be cut from puppet pattern. Stitch them to front section, or glue on.

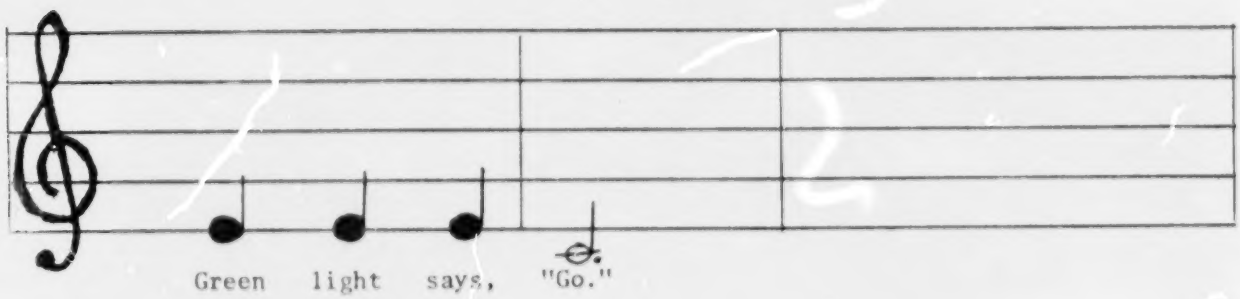
TRAFFIC SONG

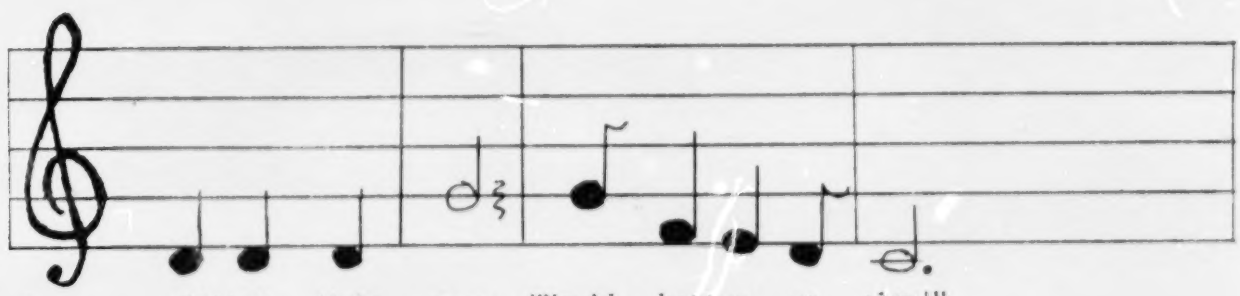
By Nancy S. Jones

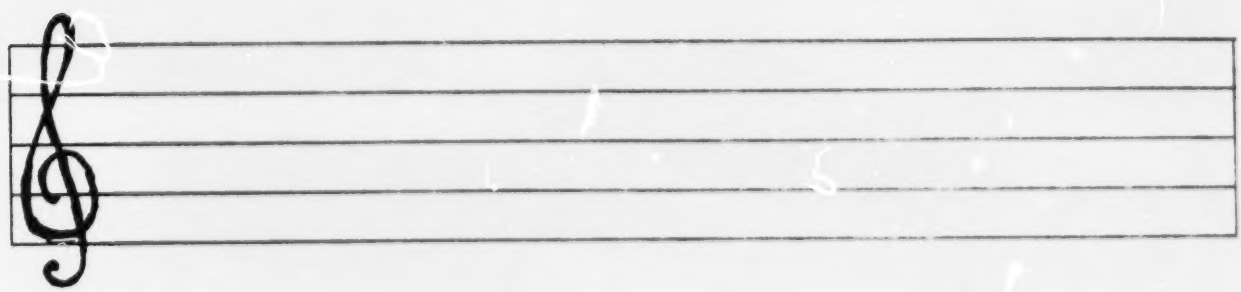

1. As I was walk ing down the street I met the strongest man.
2. Said I, "You must not cross on red,but you must wait for green."
1. He said, "I don't know what to do. Please help me if you can."
2. "I know, he said,"My prob lem is: What's that light in be-tween?"
1. I'm at the cor-ner waiting, but how long shall I stand?
2. Ha-Ha! It is a yel-low tease; a warn-ing light to say:
1. The traf-fic light keeps chang-ing, and I don't un-der-stand.
2. Get read-y now, if you please, for here a while you'll stay!

*Have children write additional, original verses \

TRAFFIC LIGHT







TRAFFIC TALLY SHEETS

(Picture)	(Word)	(Space for Tally)
	Car	
	Truck	
	Bus	
	Bicycle	
	Motorcycle	
	Pedestrian	
	Other	

TRAFFIC TALLY SHEET

CARS OBSERVING SPEED LIMIT

CARS FAILING TO OBSERVE SPEED LIMIT

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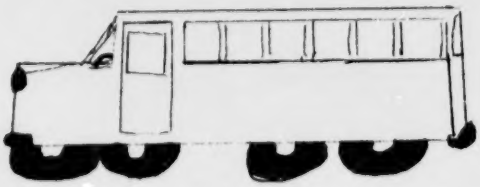
TRAFFIC SAFETY TALLY SHEET

TRUCK

CAR

BICYCLE



BUS

MOTORCYCLE

CHILD

ADDITIONAL ACTIVITIES

POEM

I can walk fast
(walk fast)
And I can walk slow
(walk slow)
But at the corner
I stop just so.
(stop, stand still)
I wait 'til the light
(stand still)
Say, "You can go."
(look up at light, nod)
I look both ways
(turn head to right, then left)
To be sure you know.
(Walk).

CONCENTRATION GAME

Make a game of concentration by drawing matching pairs of different signs on different cards, (one sign on each card). All the cards are placed face down on the table. The objective of the game is for the child to find matching pairs by turning two cards over at a time. If the pairs do not match he turns them face down again. If they match he gets to keep the cards. This game can be played alone or with three or four other players.

Teacher can take pictures of the main land marks of the areas, the signs the children must know. Discuss these then play games with what the signs tell you to do - May I - Danger Sign, No Steps Forward, Red Light, Green Light, Walk, Railroad Crossing.

POEM

The traffic lights we see ahead
are sometimes green and sometimes red
Red on top and green below;
The red means stop;
The green means go.

Green below - Go Go Go
Red on top
Stop, Stop, Stop.

On a chart holder place letter made from poster board that are to be unscrambled. The object of the game will be to spell out the names of safety words and re-arrange them in order on the board. In addition, the other children should have individual letters of the alphabet needed to comprise words given in the lesson so that they may work simultaneously at their desks.

PLAY TRAFFIC TWISTER GAME.

Discuss need for bicycle safety equipment, namely the white light visible for 500 feet, the red reflector visible to the rear for 50 feet, a bell or other signal that can be heard for 100 feet, and the brake. On one day all bicycles may be walked to school for inspection.

Begin a bicycle club. The members may cut shapes from retro-reflective tape to be affixed to tricycles and bicycles.

An obstacle or safe-riding course may be set up where skills will be demonstrated and rewarded.

Members of bicycle clubs may design their own brand to be fashioned of retro-reflective tape and placed on their bicycles.

Cut out and dress cardboard dolls in light colored clothing that would be easily visible at night, dusk, and on cloudy days. Dress others in dark clothing. In darkened area comparisons can be made of visibility.

Using retro-reflective tape, boys and girls may make geometric-shaped patches for shoes, jackets, and/or hats.

Outline on butcher paper, the silhouette of each child's body. After clothing the silhouette, the boys and girls may outline the drawing with reflective liquid. Next, the silhouettes may be cut out and arranged on the wall for display purposes. Darken the room, shine a flashlight on the silhouette and ask each child to identify himself.

Identify the pople who help us live more safely within our school community: traffic officers, police ladies, safety patrol, and parents whose homes are havens for children. Invite representatives from these groups to discuss their training, duties, and problems peculiar to the area.

Children may pantomime actions or discuss duties of these helpers while class members identify them from clues given.

Scrapbooks may be made of children's drawings, poems, and stories of each safety assistant's duties, uniforms, equipment and training.

Participate in the Officer Friendly unit made available to second grade.